

## *Original Paper*

# Research on Community Participation and Social Responsibility of Higher Vocational Colleges in the Inheritance of Intangible Cultural Heritage Rope Weaving

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### **Abstract**

*Higher vocational colleges are becoming more and more significant in the inheritance of intangible cultural assets as awareness of the need to safeguard them grows. Taking intangible cultural heritage rope weaving as an example, this paper discusses the community participation and social responsibility practice of higher vocational colleges in the inheritance of intangible cultural heritage rope weaving. Higher vocational colleges have successfully supported the inheritance and development of intangible cultural heritage rope weaving by establishing research centers, offering pertinent courses, and organizing cultural events in collaboration with the community, according to case analysis and hands-on investigation. These practices not only enhance the awareness and participation of community residents in the intangible cultural heritage rope weaving, but also promote the activeness of community culture and economic development. In order to help higher vocational colleges fulfill their social obligations and advance the sustainable development of intangible cultural heritage rope weaving, this paper makes some strategic recommendations for how they can improve education, increase community cooperation, use digital technology, and strengthen interdisciplinary research in the field of intangible cultural heritage rope weaving.*

### **Keywords**

*intangible cultural heritage, higher vocational colleges, community participation, social responsibility*

## 1. Introduction

### 1.1 Research Background

With the development of globalization and modernization, intangible cultural heritage is facing serious protection challenges. As an important intangible cultural heritage project, rope weaving carries rich cultural value and historical significance, but its inheritance and development are also facing sudden difficulties. As an important place for knowledge dissemination and cultural inheritance, higher vocational colleges can effectively promote the protection and inheritance of intangible cultural heritage projects such as rope weaving. At the same time, the school strengthens cooperation with the community and plays its role in social responsibility.

### 1.2 Research Significance

In addition to strengthening the protection and inheritance of intangible cultural heritage, investigating the community involvement and social responsibility practices of higher vocational colleges in the inheritance of intangible cultural heritage ropes also fosters interaction and cooperation between higher vocational colleges and communities, strengthening community culture. Furthermore, researching higher vocational colleges' roles and responsibilities in relation to intangible cultural heritage can serve as a foundation and point of reference for the preservation and passing down of other intangible cultural heritage initiatives, which has significant theoretical and practical significance.

### 1.3 Research Purposes and Research Questions

The purpose of this study is to explore the community participation and social responsibility practice of higher vocational colleges in the inheritance of intangible cultural heritage. The research questions mainly focus on:

- (1) What is the social responsibility and role of higher vocational colleges in the inheritance of intangible cultural heritage?
- (2) How can higher vocational colleges promote the protection and inheritance of intangible cultural heritage rope weaving through community participation?
- (3) What are the challenges and opportunities faced by higher vocational colleges in the inheritance of intangible cultural heritage?

Through the discussion of these problems, this study aims to provide theoretical and strategic support for the practice of higher vocational colleges in the protection and inheritance of intangible cultural heritage.

## 2. Theoretical Basis of Intangible Cultural Heritage Education Model

### 2.1 The Concept and Characteristics of Intangible Cultural Heritage

Intangible cultural heritage refers to the achievements of human intangible cultural creation, including traditional performing arts, oral literature, oral traditions, social practices, rituals, knowledge and practical skills. It reflects the cognition, creation, and practice of human beings in the process of social development. It has high historical, artistic, scientific, social, and cultural values and is an important

embodiment of human cultural diversity and creativity. The characteristics of intangible cultural heritage mainly include the following aspects:

- (1) Creativity and inheritance: intangible cultural heritage is the product of human creativity, handed down from generation to generation, through oral inheritance and practice, to maintain its vitality.
- (2) Community participation and collective identity: intangible cultural heritage is a form of cultural expression created, inherited and identified by communities, groups, and even individuals, reflecting the cultural identity and spiritual pursuit of specific communities.
- (3) Cultural diversity: intangible cultural heritage is rich in form and content, reflecting the diversity and uniqueness of different regions, nationalities and cultural backgrounds.
- (4) Life and practicality: intangible cultural heritage is close to life, closely related to people's daily life, with a strong practicality and life.
- (5) Dynamic and inheritance: intangible cultural heritage is a dynamic concept, that constantly develops and evolves with the changes of the times. At the same time, it also needs to be inherited and protected to ensure its continuous inheritance.

### *2.2 The Focus of Intangible Cultural Heritage Education*

Intangible cultural heritage education is an important means to protect and inherit intangible cultural heritage. Through education, people can have a deeper understanding of the connotation and value of intangible cultural heritage and enhance their sense of identity and pride in traditional culture. At the same time, intangible cultural heritage education can also promote the development of cultural diversity and provide a platform for cultural dialogue and exchange. Teenagers are an important group of intangible cultural heritage inheritor, who can access rich and colorful cultural forms and cultivate their cultural self-confidence and sense of identity. It can also stimulate students' interest and love in traditional culture, guide them to inherit and carry forward excellent traditional culture, and at the same time, it can also be used as a teaching method for a generation of innovative educator to promote students' creativity and comprehensive quality through rich content and methods all-round development.

### *2.3 The Role of Higher Vocational Colleges in the Education of Intangible Cultural Heritage*

The role of higher vocational colleges in the education of intangible cultural heritage is not only to impart knowledge, but also to promote the protection and inheritance of intangible cultural heritage. By customizing relevant courses, research projects, and workshops, higher vocational colleges can provide students with systematic and comprehensive intangible cultural heritage projects, so that they can deeply understand the value and significance of intangible cultural heritage. At the same time, higher vocational colleges can use their academic resources and professional advantages to carry out research and innovation in the field of intangible cultural heritage, and provide theoretical support and technical solutions for the protection and inheritance of intangible cultural heritage. For example, we can set up the specialty of intangible cultural heritage protection and inheritance, cultivate professional talents, and provide talent support for intangible cultural heritage inheritance. In addition, higher vocational

colleges can also promote the exchange and dissemination of intangible cultural heritage through activities such as community services and international exchanges, and increase social awareness and attention to intangible cultural heritage. For example, students can be organized to carry out on-the-spot investigation and research on the inheritance base of intangible cultural heritage, so that they can feel the charm of intangible cultural heritage. At the same time, higher vocational colleges can also cooperate with international organizations to hold intangible cultural heritage exhibitions and exchange activities, promote dialogue and cooperation between different cultures, and promote the dissemination and protection of intangible cultural heritage.

### **3. Cultural Value and Inheritance Status of Intangible Cultural Heritage Rope Weaving**

#### *3.1 History and Cultural Connotation of Rope Weaving*

As a traditional handicraft, rope weaving has profound historical and cultural connotations in Chinese culture. Its history can be traced back to more than 4000 years. It first appeared in the Neolithic Age. After the development and evolution of the times, it gradually formed a unique skill and style. In traditional Chinese culture, rope weaving is not only a simple handicraft, but also a symbolic cultural symbol. The ropes used in rope weaving represent the symbol of people's unity and close connection, and reflect the traditional virtues of the Chinese people's unity and mutual assistance. At the same time, rope weaving also symbolizes auspicious and beautiful blessings and is often used for blessings, celebrations and commemorative activities. In ancient times, rope weaving played an important role in agriculture, fishery, navigation and other fields. For example, in agricultural production, rope weaving is used to make farm tools, bind harvest items, etc. ; in fisheries, rope weaving is used to make fishing nets, fishing gear, etc. ; in navigation, rope knitting is used to make ropes, rigging, etc. Rope weaving is not only a tool, but also the inheritance and continuation of traditional skills. In addition, rope weaving also contains the wisdom and emotion of ancient Chinese culture. In the process of rope weaving, it is necessary to go through fine calculation and ingenious skills, which reflect the wisdom of the working people. At the same time, the rope weaving also reflects the hardworking and brave spirit of the working people, reflecting the love of life and the good expectations for the future. Therefore, as a traditional handicraft, rope weaving carries rich historical and cultural connotations in Chinese culture, reflecting people's pursuit of a better life and the inheritance and respect of traditional culture.

#### *3.2 Inheritance and Protection Status of Intangible Cultural Heritage Rope Weaving*

As an important part of the excellent traditional culture and skills of the Chinese nation, intangible cultural heritage rope weaving carries a rich cultural heritage. However, with the changes in times and lifestyles, the intangible cultural heritage rope weaving is facing the challenge of inheritance and protection.

At present, the inheritance of intangible cultural heritage rope weaving is not optimistic. The inheritors of traditional skills are gradually decreasing, and the traditional rope weaving skills are in danger of being lost. On the one hand, with the development of modern industry, people's demand for traditional

handicrafts has gradually decreased, and the number and skill level of inheritors have also gradually declined. On the other hand, with the acceleration of urbanization, the inheritance environment of traditional culture has gradually disappeared, and the inheritance of traditional handicrafts is facing severe challenges. In order to protect and inherit the intangible cultural heritage rope weaving, the relevant departments have taken a series of measures. First of all, establish the inheritance base of intangible cultural heritage rope weaving, provide the place and platform for inheritors to learn and communicate, and encourage more people to participate in the inheritance of intangible cultural heritage rope weaving. Secondly, carry out the basic construction of intangible cultural heritage rope weaving inheritance, including sorting out the skills and materials of intangible cultural heritage rope weaving, establishing inheritance archives, and providing reference and learning materials for inheritors. In addition, activities such as intangible cultural heritage rope weaving skills training are also carried out to train and select excellent inheritors to ensure the inheritance and development of intangible cultural heritage rope weaving skills. Therefore, the protection and inheritance of intangible cultural heritage rope weaving is a long-term and arduous task, that requires the joint efforts of all sectors of society. Only by strengthening the protection and inheritance work can we ensure the inheritance and development of this precious traditional cultural heritage.

### *3.3 Challenges and Opportunities Faced by Intangible Cultural Heritage Rope Weaving*

As an important part of Chinese traditional culture, intangible cultural heritage rope weaving is facing the dual challenges and opportunities of inheritance and development.

First of all, the intangible cultural heritage rope weaving faces the challenge of inheritance difficulties. With the influence of modern lifestyles, the inheritors of traditional handicraft skills are gradually reduced, the age structure is too large, and the younger generation's interest and participation in intangible cultural heritage rope weaving are not high, resulting in the risk of losing traditional skills. Secondly, the intangible cultural heritage rope weaving is facing the challenge of insufficient market demand. With the development of industrialization and urbanization, the market demand for traditional handicrafts has gradually decreased. Traditional rope-weaving products are facing the pressure of market competition, and the income and living conditions of inheritors are also affected. At the same time, intangible cultural heritage rope weaving is also facing development opportunities. On the one hand, with people's emphasis on traditional culture and the enhancement of protection awareness, intangible cultural heritage rope weaving has gradually attracted more people's attention and support. As a handicraft with historical and cultural heritage, traditional rope weaving still has a certain market and living space in contemporary society. On the other hand, the inheritance and development of traditional culture have also been valued by the government and society. With the support of various policies and projects, the intangible cultural heritage rope weaving is expected to be better inherited and developed. Therefore, by strengthening the inheritance and protection of intangible cultural heritage rope weaving, we can better inherit and carry forward Chinese traditional culture and promote the development and prosperity of intangible cultural heritage rope weaving. At the same time, the

development of traditional handicrafts also needs to keep pace with the times, combine modern design concepts and market demand, innovate traditional rope weaving products, expand market space, realize the organic combination of tradition and modernity, and promote the sustainable development of the intangible cultural heritage rope weaving industry.

#### **4. Community Participation Practice of Higher Vocational Colleges in the Inheritance of Intangible Cultural Heritage Rope Weaving**

##### *4.1 Case Analysis of Intangible Cultural Heritage Rope Education in Higher Vocational Colleges*

###### Case 1: The Institute of intangible cultural heritage Rope Weaving of Chengdu Textile College

In Chengdu Textile College, the Institute of intangible cultural heritage Communication of "Craftsman Rope Weaving and Brocade Embroidery" established by tourism experts and inheritors of intangible cultural heritage rope weaving and the aesthetic education course "fingertip art rope weaving skills and culture of intangible cultural heritage tour" taught students the traditional Chinese culture and basic skills related to rope weaving. The institute is open not only to students, but also to community residents, encouraging them to participate in learning and experience. According to statistics, the workshop attracted a total of 200 students and 100 local community residents to participate. The average time for each student to participate in the workshop was 3 hours, and the time for community residents to participate was 2 hours. After the workshop, a satisfaction survey was conducted. The results showed that 95% of the participants were satisfied with the content and organization of the workshop.

###### Case 2: Rope-weaving Intangible Cultural Festival of Chengdu Textile College and Community Cooperation

Chengdu Textile College, in cooperation with the local community, jointly held a rope weaving intangible cultural festival. In the activity, students and community residents participate in the display of rope weaving works, the competition of rope weaving skills and the sale of rope weaving crafts. During the cultural festival, a total of 30 rope-weaving works were exhibited, attracting 1,000 public visits, and sales reached thousands of yuan. In addition, the university invited Wenyi Yang, the representative inheritor of 'Xinjin Rope Weaving', to carry out a series of lectures and seminars, which attracted a total of 500 listeners. Among them, 80% of the audience said that through these lectures and seminars, they had a deeper understanding of the intangible cultural heritage of rope weaving.

The above two cases show that through the development of intangible cultural heritage rope weaving education activities, higher vocational colleges can not only help to inherit and promote intangible cultural heritage culture, but also enhance the interaction between schools and communities, and play a role in social welfare services and rural revitalization.

##### *4.2 Model and Effect of Cooperation between Higher Vocational Colleges and Communities*

The mode of cooperation between higher vocational colleges and communities mainly includes co-construction of intangible cultural heritage inheritance bases, joint cultural activities, social practice

and volunteer service. Through these cooperation models, higher vocational colleges can use their academic resources and professional advantages to support the inheritance and development of intangible cultural heritage rope weaving, while promoting the prosperity of community culture and economic development.

Joint construction of an intangible cultural heritage base is an effective cooperation. Higher vocational colleges can jointly establish an intangible cultural heritage rope inheritance base with the community to provide a platform for learning and communication for intangible cultural heritage inheritors and community residents. This cooperation mode not only helps to protect and inherit the intangible cultural heritage rope weaving skills, but also promotes the activity and diversity of community culture. Joint cultural activities are another common mode of cooperation. Higher vocational colleges can cooperate with the community to hold rope-weaving intangible cultural festivals, exhibitions, exchange days and other activities to attract more community residents to participate in the inheritance and promotion of intangible cultural heritage. This cooperation mode can not only enhance the awareness and interest of community residents in intangible cultural heritage rope weaving, but also enhance the cultural atmosphere and cohesion of the community.

Carrying out social practice and volunteer service is an important way for higher vocational colleges to fulfill their social responsibilities. Students can apply their knowledge and skills to practice and contribute to the inheritance and development of community culture by participating in community service projects, such as teaching community children's rope weaving skills and assisting in cultural activities.

In general, cooperation between higher vocational colleges and communities can realize resource sharing and complementary advantages, promote the inheritance and development of intangible cultural heritage rope weaving, and enhance the cultural vitality and economic prosperity of the community. Through this cooperation, higher vocational colleges can not only fulfill their social responsibilities, but also promote good relationships between schools and communities and achieve common development.

#### *4.3 Innovative Practice of Higher Vocational Colleges in the Inheritance of Intangible Cultural Heritage Rope Weaving*

The innovative practice of higher vocational colleges in the inheritance of intangible cultural heritage rope weaving is mainly reflected in the following aspects:

(1) Integrate curriculum resources and set up special courses on intangible cultural heritage rope weaving.

Higher vocational colleges can incorporate intangible cultural heritage rope weaving into the talent training programs of related majors, set up research institutes, set up aesthetic education courses, and have rope weaving inheritors serve as course leaders. At the same time, representative inheritors of intangible cultural heritage are invited as guest lecturers to teach Chinese excellent traditional culture and rope weaving skills. In addition, the course can combine modern design concepts with market

demand, encourage students to innovate design, and combine traditional skills with modern aesthetics.

(2) Using digital technology to promote the digital inheritance of intangible cultural heritage rope weaving.

Higher vocational colleges can use digital technology, such as virtual reality (VR), augmented reality (AR), etc., to develop digital teaching resources and platforms for intangible cultural heritage rope weaving, so that students and community residents can experience rope weaving skills through interactive learning. Digital inheritance can not only break through the limitations of time and space, but also attract more young people to participate in the learning and inheritance of intangible cultural heritage rope weaving.

(3) Conduct interdisciplinary research to explore the multiple values of intangible cultural heritage rope weaving.

Higher vocational colleges can organize interdisciplinary research teams to study the value and significance of intangible cultural heritage rope weaving from the perspectives of culture, sociology, economics and so on. Through research, we can deeply explore the application and development potential of rope weaving technology in contemporary society, and provide theoretical support and strategic suggestions for the innovative development of intangible cultural heritage rope weaving.

(4) Build a community participation platform to promote the social inheritance of intangible cultural heritage rope weaving.

Higher vocational colleges can cooperate with the community to establish a platform for the inheritance and exchange of intangible cultural heritage rope weaving, and organize community residents, students and intangible cultural heritage inheritors to participate in the learning and practice of rope weaving skills. Through community participation, the social influence of intangible cultural heritage rope weaving can be enhanced, and its inheritance and development at a broader social level can be promoted.

(5) Promote intangible cultural heritage rope weaving products and expand economic development channels

Higher vocational colleges can assist intangible cultural heritage inheritors and community residents to develop and promote rope weaving products, and develop rope weaving handicrafts with innovative design and practical functions in combination with modern market demand. By participating in the market economy, it can not only enhance the economic value of intangible cultural heritage rope weaving, but also increase the income of community residents and promote the economic development of the community.

## **5. The Realization of Social Responsibility of Higher Vocational Colleges in the Inheritance of Intangible Cultural Heritage Rope Weaving**

### *5.1 The Responsibilities and Obligations by Higher Vocational Colleges in the Protection of Intangible Cultural Heritage Ropes*



As an important place for knowledge dissemination and cultural inheritance, higher vocational colleges shoulder the responsibility and obligation to protect and inherit the intangible cultural heritage. First of all, higher vocational colleges should improve teachers and students' understanding of the cultural value of intangible cultural heritage rope weaving through education and research, and cultivate students' cultural consciousness and sense of responsibility. Secondly, higher vocational colleges should make use of their academic advantages to carry out research and innovation in intangible cultural heritage rope weaving, and provide theoretical support and technical solutions for the protection and development of intangible cultural heritage rope weaving. In addition, higher vocational colleges should also actively participate in the protection and inheritance of intangible cultural heritage rope weaving, and cooperate with the government, communities, and intangible cultural heritage inheritors to jointly promote the protection and development of intangible cultural heritage rope weaving. Through these efforts, higher vocational colleges can effectively fulfill their responsibilities and obligations in the protection of intangible cultural heritage rope weaving, and contribute to the inheritance and development of intangible cultural heritage rope weaving.

### *5.2 Contribution of Higher Vocational Colleges to the Economic and Cultural Development of the Community*

The realization of the social responsibility of higher vocational colleges in the inheritance of intangible cultural heritage is not only reflected in cultural protection, but also in the contribution to community economic and cultural development. By carrying out intangible cultural heritage rope education and practical activities, higher vocational colleges can encourage community residents to participate in the inheritance of intangible cultural heritage culture and promote the richness and diversity of community cultural activities. At the same time, higher vocational colleges can assist the community to develop and promote intangible cultural heritage rope weaving products, help community residents improve their technical level and innovation ability, and thus inject new vitality into community economic development. In addition, higher vocational colleges can also establish a platform for cultural exchange and the display of intangible cultural heritage through cooperation with the community to attract more tourists and consumers and promote the development of community tourism and cultural industries. Through these ways, higher vocational colleges can effectively promote the prosperity and development of community economy and culture, and realize the active fulfillment of social responsibility.

### *5.3 The Role of Higher Vocational Colleges in Promoting the Sustainable Development of Intangible Cultural Heritage Rope Weaving*

Higher vocational colleges play an important role in promoting the sustainable development of the intangible cultural heritage (intangible cultural heritage) rope tradition. First of all, as an important place for knowledge inheritance and innovation, higher vocational colleges bear the responsibility of inheriting the intangible cultural heritage rope weaving skills. Through the establishment of relevant courses, the establishment of research institutions, teaching and research of intangible cultural heritage

rope weaving skills, so that it can be inherited and developed. Secondly, as a platform for the integration of social resources, higher vocational colleges can combine the intangible cultural heritage rope weaving skills with market demand and industrial development, promote the industrialization and marketization of intangible cultural heritage rope weaving, and realize the protection and inheritance of intangible cultural heritage traditions. At the same time, the advantages of higher vocational colleges in personnel training and scientific research can also provide intellectual and technical support for the protection and sustainable development of intangible cultural heritage rope weaving traditions. Through cooperation with relevant enterprises and government agencies, we will promote the inheritance and innovation of intangible cultural heritage rope weaving skills, and realize the vivid inheritance and development of intangible cultural heritage rope weaving tradition in contemporary society.

## **6. Case Analysis: The Practice of Community Participation and Social Responsibility in the Inheritance of Intangible Cultural Heritage Rope Weaving in Chengdu Textile College**

### *6.1 Case Background and Implementation Strategy*

Chengdu Textile College is located in the inheritance area of intangible cultural heritage rope weaving culture. In order to promote the inheritance and development of intangible cultural heritage rope weaving, the school has adopted a series of implementation strategies. The community participation and social responsibility practice of Chengdu Textile College in the inheritance of intangible cultural heritage rope weaving show the school's determination and action to actively promote the inheritance of local intangible cultural heritage. First of all, the school has established a research center for the inheritance and innovation of intangible cultural heritage rope weaving. This initiative not only provides a platform for the school to conduct in-depth research on intangible cultural heritage rope weaving, but also provides a professional research institution for the academic community. The research center invited experts and scholars in related fields to carry out research on rope weaving skills and culture, and constantly explored and summarized the historical origin, inheritance status, and future development direction of intangible cultural heritage rope weaving, providing theoretical support for the inheritance and development of intangible cultural heritage rope weaving. Secondly, the school has set up courses related to intangible cultural heritage rope weaving. Through the design of curriculum and teaching content, students can not only learn rope weaving skills in the classroom, but also understand the cultural connotation and historical value of intangible cultural heritage rope weaving. At the same time, the school invites intangible cultural heritage inheritors as visiting professors to directly teach students skills, which not only enhances students' interest in learning intangible cultural heritage rope weaving, but also makes the inheritance of intangible cultural heritage rope weaving closer to reality and more inheritable. In addition, the school cooperated with the local community and held a series of activities such as rope weaving cultural festivals, workshops and exhibitions. These activities not only attracted the participation of community residents and tourists,

but also enhanced the awareness and participation of community residents in intangible cultural heritage rope weaving. In particular, by holding workshops, participants are allowed to learn rope weaving skills by hand, which enhances their sense of experience and participation, and also promotes the inheritance of intangible cultural heritage rope weaving skills.

### 6.2 Case Effectiveness and Impact Analysis

**Table 1. Student Participation in Intangible Cultural Heritage Rope Weaving Courses**

Course name	year (e.g. school year, fiscal year)	Number of students	Evaluation of learning effects (satisfaction)
Intangible Cultural heritage	2022	50	4.5 out of 5
Journey Fingertip Art Rope	2023	60	4.7 out of 5
Weaving Skill and Culture	2024	100	4.6 out of 5

**Table 2. Table of Intangible Cultural Heritage Rope Weaving Research Results**

Name of research project	Main research content	study
Research on the Inheritance and Innovation of Rope Weaving Skill	Historical origins and development of rope weaving skill	Published 5 relevant papers
Study on the Cultural Impact of intangible cultural heritage rope weaving	Impact of intangible cultural heritage rope weaving on local culture and economy	An impact assessment report was completed
Study on the Inheritance Mode and Path of intangible cultural heritage rope weaving	Ways and means of passing on intangible cultural heritage rope weaving	Suggested modes and paths of transmission

**Table 3. Evaluation of the Effectiveness of Community Activities**

Name of activity	Type of activity	Number of participants	Evaluation of the effectiveness of activities (satisfaction)
Rope Weaving Cultural Festival	cultural activity	500	4.8 out of 5
Rope Weaving Workshop	Practical activities	200	4.5 out of 5
Rope Weaving intangible cultural heritage Exhibition	Exhibition programme	300	4.7 out of 5

Through the above three tables, we can draw the following analysis:

#### (1) Students' participation and learning effect evaluation

From 2022 to 2024, the course offered by the higher vocational college attracts more than 200 students. Students' satisfaction with these courses is relatively high, ranging from 4.5 to 4.7 points (out of 5

points), showing students' recognition and affirmation of intangible cultural heritage rope courses.

#### (2) Research results of intangible cultural heritage rope weaving

The institute has carried out research on the inheritance and innovation of rope weaving skills, the cultural influence of intangible cultural heritage rope weaving, and the inheritance mode and path of intangible cultural heritage rope weaving, and has achieved certain research results. Among them, five related papers were published, an influence evaluation report was completed, and the inheritance mode and path suggestions were put forward, which provided theoretical support for the protection and inheritance of intangible cultural heritage rope weaving.

#### (3) Evaluation of the effect of community activities

The institute cooperated with the community to organize activities such as rope weaving cultural festival, rope weaving workshop and rope weaving intangible cultural heritage exhibition, attracting 500 to 300 participants. The evaluation of the activity effect was high, all between 4.5 and 4.8 points (out of 5 points). This shows that the activities have had a good impact in the community, enhanced the awareness and participation of community residents in the intangible cultural heritage, and promoted the activity of community culture and economic development.

In summary, the practice of the higher vocational college has achieved remarkable results. First of all, the establishment of the intangible cultural heritage rope weaving research center has promoted the academic research on rope weaving skills and culture, and provided theoretical support for the protection and inheritance of intangible cultural heritage rope weaving. Secondly, the opening of the intangible cultural heritage rope weaving course has attracted a large number of students to participate, which has improved students' understanding and interest in the intangible cultural heritage culture. In addition, the cultural activities held in cooperation with the community have enhanced the awareness and participation of community residents in the intangible cultural heritage, and promoted the activity of community culture and economic development. In general, this case shows the positive role of higher vocational colleges in the inheritance of intangible cultural heritage, which has a positive impact on community culture and economic development.

### *6.3 Case Enlightenment and Reference Significance*

The community participation and social responsibility practices of Chengdu Textile College in the inheritance of intangible cultural heritage rope weaving provide many inspirations and references for other higher vocational colleges and social organizations.

(1) The case shows that higher vocational education institutions play an important role in the inheritance of intangible cultural heritage.

Higher vocational colleges play an important role in the inheritance of intangible cultural heritage. As a position for cultural inheritance, colleges and universities have profound academic accumulation and rich educational resources, and can deeply explore and inherit intangible cultural heritage in various ways. Colleges and universities can carry out in-depth research and discussion by setting up intangible cultural heritage rope weaving research centers and other institutions to gather expert and scholar

resources inside and outside the school. These research centers can carry out systematic research on the skills and culture of intangible cultural heritage rope weaving, excavate its historical origin, inheritance mode, and cultural connotation, and provide theoretical support and academic guidance for the inheritance of intangible cultural heritage. Secondly, colleges and universities can make more students contact and learn about intangible cultural heritage by offering courses related to intangible cultural heritage rope weaving. For example, a similar course on the cultural inheritance of rope weaving skills is offered, and representative inheritors of intangible cultural heritage are invited as visiting professors to teach skills and excellent traditional culture directly to students. Through the establishment of these courses, students can enhance their understanding of traditional culture, cultivate their interest and love of intangible cultural heritage, and cultivate more successors and inheritors for intangible cultural heritage. At the same time, colleges and universities also undertake the function of social service, cooperate with local communities, organize intangible cultural heritage rope culture festivals, workshops and exhibitions, and attract community residents and tourists to participate. Through cooperation with the community, colleges and universities can spread the intangible cultural heritage to a wider group, enhance the community residents' sense of identity and pride in the intangible cultural heritage, and promote the inheritance and development of the intangible cultural heritage.

(2) The case highlights the importance of community participation.

The case emphasizes the importance of community participation in the inheritance of intangible cultural heritage. Intangible cultural heritage is the precious wealth of the community. Inheriting and developing intangible cultural heritage can enrich the cultural connotation of the community and enhance the cultural soft power. By cooperating with universities to organize intangible cultural heritage activities, the community can attract more tourists and foreign population, and promote the economic development and cultural exchanges of the community. Intangible cultural heritage is an important way to gather social consensus and inherit social memory. Through intangible cultural heritage inheritance activities, it can enhance the cohesion and sense of belonging of community residents and the harmonious development of society. At the same time, intangible cultural heritage inheritance activities can also promote the exchange and integration of different cultures and promote the diversified development of society.

(3) The case shows the importance of inheritance and innovation in intangible cultural heritage.

The case shows the importance of inheritance and innovation in intangible cultural heritage. The inheritance of intangible cultural heritage should not stop at tradition, but should keep pace with the times. Through the integration of modern elements, such as the combination of contemporary art, design and science and technology, the traditional rope knitting technology is endowed with new connotation and expression forms of the times, so that the traditional culture can glow with new vitality. Such innovation can not only attract more young people to participate, but also help them better inherit and develop intangible cultural heritage. The innovation of intangible cultural heritage can also make it better adapted to the needs of modern society. For example, the application field of intangible cultural

heritage culture can be expanded and improved integration into modern life achieved by utilizing traditional rope weaving abilities in conjunction with modern product design and innovative product development that incorporates traditional cultural features.

This innovation not only helps to inherit and develop intangible cultural heritage, but also provides a broader space and opportunity for the dissemination and promotion of intangible cultural heritage.

(4) The case emphasizes the importance of student participation.

When schools set up intangible cultural heritage rope weaving courses, students can not only learn traditional skills, but also feel the charm and uniqueness of intangible cultural heritage culture. It can also stimulate their interest in and love for intangible cultural heritage and promote the inheritance and development of traditional culture. Intangible cultural heritage is the precious wealth of the Chinese nation. It is the responsibility and mission of every Chinese to inherit and develop intangible cultural heritage. By participating in the intangible cultural heritage rope course, students can deeply understand the preciousness of traditional culture and the importance of the need to be inherited, so as to cultivate a sense of responsibility and mission for the inheritance of Chinese culture. This sense of responsibility and mission is not only reflected in the respect and inheritance of traditional culture, but also affects students' attitudes and behaviors towards other social responsibilities, making them talents for social responsibility in the new era. Participatory education also helps to cultivate students' innovative spirit. The inheritance and innovation of intangible cultural heritage is a process of continuous development, that needs talents with innovative consciousness and ability to promote. By participating in the intangible cultural heritage rope weaving course, students can draw inspiration from traditional, combine modern technology and ideas, and create more works with the characteristics of the times and individuality. This innovative spirit can not only promote the inheritance and development of intangible cultural heritage culture, but also bring new impetus and possibilities for students' future personal development and social contribution.

## **7. Conclusions and Recommendations**

Research summary: This study analyzes the community participation and social responsibility practice of higher vocational colleges in the inheritance of intangible cultural heritage rope weaving, and finds that higher vocational colleges have effectively promoted the inheritance and development of intangible cultural heritage rope weaving by setting up relevant courses, establishing research institutes, and holding cultural activities in cooperation with the community. These practices not only enhance the awareness and participation of community residents in the intangible cultural heritage rope weaving, but also promote the activeness of community culture and economic development, reflecting the positive role of higher vocational colleges in social services.

### *7.1 Strategies and Suggestions for Community Participation and Social Responsibility Realization in the Inheritance of Intangible Cultural Heritage in Higher Vocational Colleges*

(1) Strengthen the education of intangible cultural heritage rope weaving: Higher vocational colleges

should continue to strengthen the opening of intangible cultural heritage rope weaving related courses, introduce more practical links, and improve students' understanding and interest in intangible cultural heritage culture.

Expand community cooperation channels: Higher vocational colleges should cooperate with more communities to carry out a variety of intangible cultural heritage rope weaving cultural activities to attract more community residents and tourists to participate.

(2) Using digital technology: Higher vocational colleges should use digital technology to develop digital teaching resources for intangible cultural heritage rope weaving, and broaden the ways and scope of intangible cultural heritage rope weaving inheritance.

(3) Strengthen interdisciplinary research: Higher vocational colleges should strengthen the interdisciplinary research of intangible cultural heritage rope weaving, and explore the new application and development potential of intangible cultural heritage rope weaving in modern society.

Research limitations and future research directions: This study mainly focuses on the role of higher vocational colleges in the inheritance of intangible cultural heritage, and fails to explore the participation of other social forces. Future research can further examine the role of government, enterprises, and non-governmental organizations in the inheritance of intangible cultural heritage rope weaving, and explore the effective mechanisms for multi-subjects to participate in the protection and development of intangible cultural heritage rope weaving. In addition, future research can also focus on the role of intangible cultural heritage rope weaving in international communication and exchange, and explore how to use the opportunity of globalization to promote the international inheritance and development of intangible cultural heritage rope weaving.

### **Project topic**

This article is the research results of the Development and Application Center for Educational Excursions of Intangible Cultural Heritage Platform at Chengdu Textile College.

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